

**THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE  
TOWARD STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT  
THE FIRST SEMESTER OF THE TENTH GRADE OF SMA NEGERI 2  
PRINGSEWU IN THE ACADEMIC YEAR OF 2018/2019**



**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

**By :**

**MIFTAHUL JANNAH**

**NPM. 1411040106**

**Advisor : Dewi Kurniawati, M.Pd**

**Co-Advisor : Septa Aryanika, M.Pd**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

**2018**

**THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE  
TOWARD STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT  
THE FIRST SEMESTER OF THE TENTH GRADE OF SMA NEGERI 2  
PRINGSEWU IN THE ACADEMIC YEAR OF 2018/2019**

**By**

**MIFTAHUL JANNAH**

The objective of this research is to know the effectiveness of using clustering technique toward students' writing ability in narrative text. There were two variables in this research, the independent variable was clustering technique (X) and dependent variable was the students' writing ability in narrative text (Y).

The research design in this research was quasi experimental research with quantitative approach. The experimental class was taught by using clustering technique, while the control class was taught by using lecturing technique. The data were collected through tests which were delivered into the pre-test and post-test. The population of this research was the tenth grade students of SMA Negeri 2 Pringsewu in the academic year of 2018/2019. The sample of this research were 2 classes consisted of 60 students of X MIPA 3 as experimental class and X MIPA 6 as control class. The treatment were held in three meetings in which 2 x 40 minutes for each class. The experimental class and control class were chosen by using cluster random sampling technique. The dependent variable in this research is students' writing ability in narrative text and clustering technique is independent variable. In collecting the data, the researcher used instrument tests. The instrument was narrative text writing test for pre-test and post-test. After giving the post-test, the researcher analyzed the data by using SPSS to computer independent sample t-test.

From the data analysis computer by using SPSS, it was obtained that  $Sig = 0.004$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there is an effectiveness of using Clustering Technique toward students' writing ability in narrative text at the first semester at the tenth grade students of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

**Key Words:** Clustering Technique, Narrative Text, Writing Ability, Quasi Experimental Design.





KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

APPROVAL

Title

: THE EFFECTIVENESS OF USING CLUSTERING  
TECHNIQUE TOWARD STUDENTS' WRITING  
ABILITY IN NARRATIVE TEXT AT THE FIRST  
SEMESTER OF THE TENTH GRADE OF SMA  
NEGERI 2 PRINGSEWU IN THE ACADEMIC  
YEAR OF 2018/2019.

Student's Name

: MiftahulJannah

NPM

: 1411040106

Study Program

: English Education

Faculty

: Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session  
At Tarbiyah and Training Faculty, the State Islamic University,  
Raden Intan Lampung.

Advisor,

Dewikurniawati, M.Pd

NIP. 19800601 200604 2 047

Co-Advisor,

Septa Aryanika, M.Pd

NIP.

The Chairperson of  
English Education Study Program

Meisuri, M.Pd

NIP: 198005152003122004





KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

ADMISSION

A thesis entitled: **THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA NEGERI 2 PRINGSEWU IN THE ACADEMIC YEAR OF 2018/2019**, by: **MIFTAHUL JANNAH, NPM: 1411040106**, Study Program: English Education, was tested and defended in the examination session held on: Thursday, December 19<sup>th</sup> 2018

Board of examiners:

The Chairperson

Dr. H Ruhban Masykur, M.Pd

The Secretary

Istiqomah Nur Rahmawati, M.Pd

Primary Examiner

Yulan Puspita Rini, M.A

The First Co-Examiner

Dewi Kurniawati, M.Pd

The Second Co-Examiner

Septa Aryanika, M.Pd

The Dean of

Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Chairul Anwar, M.Pd

NIP. 560810 198703 1 001



## DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Using Clustering Technique toward Students’ Writing Ability in Narrative Text at the Second Semester the Tenth Grade of SMA N 2 Pringsewu in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung,  
Declared by,

2018

Miftahul Jannah  
NPM. 1411040106

## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun, by the pen and by the (record) which (men) write.<sup>1</sup> (Q.S Al-Qolam:1)



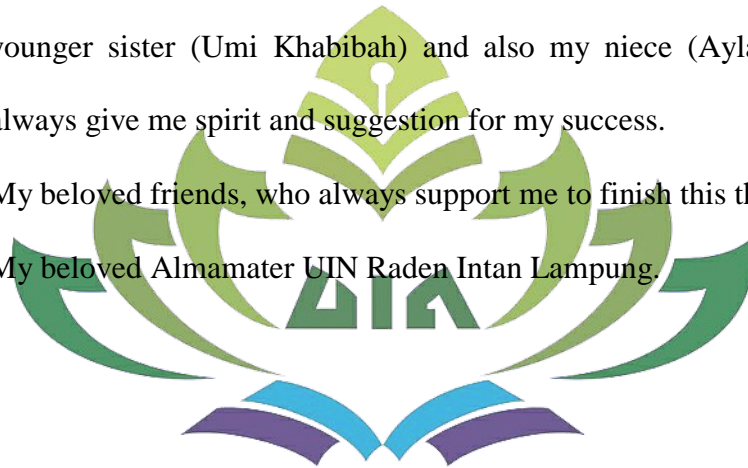
---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qu'an English Translation of the Meanings* (New Johar: the King Fahd Holy Qur'an Complex, 198)p.57

## DEDICATION

This thesis is dedicated to:


1. My beloved parents, my Father Khoirul Daip and my Mother Hanifah, who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved elder brother (Rudi Prastiyo), sister in law (Anifah), and younger sister (Umi Khabibah) and also my niece (Ayla Farisha) who always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name is Miftahul Jannah, her nick name Miftahul. She was born in Bangun Jaya Mesuji, on May 14<sup>th</sup>, 1996. She is the second child of Mr. Khoirul Daip and Mrs. Hanifah's children. She has one elder brother whose names is Rudy Prasetyo, one younger sister whose names is Umi Khabibah.

She began her study at elementary school of SD Negeri 1 Bangun Jaya Mesuji, in 2002 and graduated in 2008. Then, she continued at Junior High School of SMP MMT Bangun Jaya in 2008. After graduating from Junior High School in 2011, she continued her study at Senior High School at SMA Negeri 1 Tanjung Raya, Mesuji in 2011 and graduated in 2014. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training.



During her study in State Islamic University of Raden Intan Lampung (UIN), she joined with some organization in her faculty called PMII (Pergerakan Mahasiswa Islam Indonesia) as member of organization.



## ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and guidance me to finish this thesis. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. This thesis entitled “The Effectiveness of Using Clustering Technique toward Students’ Writing Ability in Narrative Text at the First Semester of the Tenth Grade of SMA Negeri 2 Pringsewu in The Academic Year of 2018/2019”. is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, as the chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung (UIN).
3. Dewi Kurniawati, M.Pd, as the Advisor for giving advice, and guidance to the researcher until this thesis finished.

4. Septa Aryanika, M.Pd as the Co-Advisor, who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.
5. All lectures of English Department of State Islamic University of Raden Intan Lampung (UIN) who have taught the researcher since the beginning of her study.
6. Rismala Dewi, S.Pd., as the teacher of SMAN 2 Pringsewu Lampung.
7. The students of X IPA 3 and X IPA 6 SMAN 2 Pringsewu Lampung for friendliness and help in this research.
8. My beloved parents, my Father Khoirul Daip and my Mother Hanifah, the researcher's elder brother (Rudi Prastiyo), sister in law (Anifah), and younger sister (Umi Khabibah) and also my niece (Ayla Farisha) who always pray for my success and give me motivation and support to study hard until now.
9. My tutor Mr. Nasrudin, Mrs. Nasrikah who always teach me to become a good person in this world.
10. And all my beloved friends (Gelis Geng's) Ike, Hima, Uswa, Ade, Nur, Fitria, Olive. (Sukabumi Geng's) Eko Setiawan, Ali Ma'ruf Indra, Firmansyah, Deby, Guntur, (Prasanti Street) Asih, Helda, Wardah, Balqis, Putri, Dede, Fiqoh, (Alumni Ma'had Al-Jami'ah) Iis, Nindi, Titin, Ali, Fikri, Zahro, Ma'rifa, Abi Manyu, . Thanks for your friendship and for all of my friends of English Program of State Islamic University of Raden

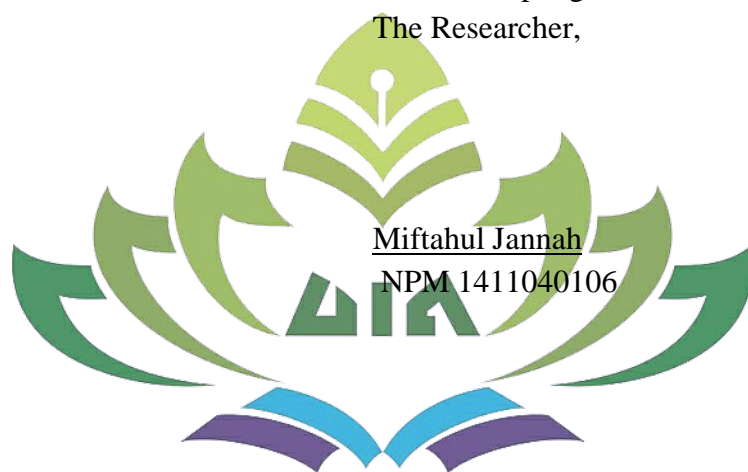


Intan Lampung (UIN), especially B Class thank you for motivation and also support.

May Allah Subhanallahu Wa Ta'ala bless us all. Finally, the researcher realizes that the "Thesis" cannot be considered being perfect without any criticism and suggestions. Therefore, it is such a pleasure to get the criticism and suggestions to make her "Thesis" better.

Bandar lampung,  
The Researcher,

2018



## TABLE OF CONTENTS

	Pages
<b>COVER..</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>APPROVAL</b> .....	iii
<b>ADMISSON</b> .....	iv
<b>DECLARATION</b> .....	v
<b>MOTTO</b> .....	vi
<b>DEDICATION</b> .....	vii
<b>CURRICULUM VITAE</b> .....	viii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF TABLES</b> .....	xv
<b>LIST OF APPENDICES</b> .....	xvi
<b>LIST OF FIGURE</b> .....	xvii
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem.....	9
C. Limitation of the Problem.....	9
D. Formulation of the Problem.....	10
E. Objectives of the Problem.....	10
F. Use of the Research.....	10
G. Scope of the Research.....	11
<b>CHAPTER II : THEORETICAL FRAMEWORK</b>	
A. Frame of Theory.....	
1. Concept of Teaching English As Foreign Language. ....	12
2. Concept of Writing.....	14
3. Concept of Teaching Writing.....	16
4. Concept of Writing Ability... ..	19
5. Concept of Text.....	21
6. Concept of Genre Text.....	21
7. Concept of Narrative Text.....	23
a. Definition Of Narrative Text.....	23
b. Social Function of Narrative Text.....	27
c. Generic Structure of Narrative Text.....	27
d. Language Feature of Narrative Text.. ..	29
e. The Examples of Narrative Text.. ..	30
8. Concept of Students' Writing Ability In Narrative Text.....	31
9. Concept of Approach Method, and Technique.. ..	32
10. Concept of Clustering Technique.....	33
a. Definition of Clustering Technique.....	33



b. Procedures of Clustering Technique.....	35
c. Advantages and Disadvantages of Clustering Technique. ....	38
1. Advantages of Clustering Technique.....	38
2. Disadvantages of Clustering Technique.....	39
11. Concept of Lecturing Technique.....	40
a. Definition of Lecturing Technique.....	40
b. Procedures of Lecturing Technique.....	40
c. Advantages and Disadvantages of Lecturing Technique... ..	41
1. Advantages of Lecturing Technique.....	41
2. Disadvantages of Lecturing Technique.. ..	41
B. Frame of Thinking.....	42
C. Hypothesis.....	43

### **CHAPTER III : RESEARCH METHODOLOGY**

A. Research Design.....	44
B. Variables of the Research.....	45
C. Operational Definition of Variables.....	46
D. Population, Sample and Sampling Technique of the Research.	47
1. Population of the Research.....	47
2. Sample of the Research.....	48
3. Sampling Technique.....	48
E. Data Collecting Technique.....	49
F. Instrument of the Research.....	49
G. Research Procedure.....	50
1. Planning.....	50
2. Application.....	51
3. Reporting.....	51
H. Scoring System.....	52
I. Validity, Readability and Reliability Test.....	54
1. Validity of the Test.....	54
a. Content Validity.....	55
b. Construct Validity.....	55
2. Reliability of the Test.....	55
3. Readability of the Test.....	57
J. Data Analysis.....	58
1. Fulfilment of the Assumptions.....	58
a. Normality Test.....	58
b. Homogeneity Test.....	58
2. Hypothetical Test.....	59

### **CHAPTER IV : RESULT AND DISCUSSION**

A. Data Description.....	60
1. Description of the treatment in experimental class .....	60
a. Description of the first treatment in experimental class ....	60
b. Description of the second treatment in experimental class .....	62

c. Description of the third treatment in experimental class ...	62
2. Description of the treatment control class .....	63
a. Description of the first treatment in control class.....	63
b. Description of the second treatment in control class.....	64
c. Description of the third treatment in control class.....	64
B. Data Analysis. ....	65
1. Result of Pre-Test.....	65
a. Result of Pre-Test of Experimental Class.....	66
b. Result of Pre-Test of Control Class.. ..	67
2. Result of Post-Test .....	68
a. Result of Post-Test of Experimental Class.....	68
b. Result of Post-Test of Control Class.. ..	69
c. Prerequisite.....	69
1. Result of Normality Test .....	70
2. Result of Homogeneity Test.....	71
3. Result of Hypothetical Test.....	72
C. Discussion. ....	73

## **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion. ....	78
B. Suggestion .....	79

## **REFERENCES**

## **APPENDICES**





## LIST OF TABLE

	Pages
Table 1.Students' Score of Writing Narrative Text at the Tenth Grade of SMA Negeri 2 Pringsewu in the Academic Year of 2018/2019 .....	4
Table 2.Pre-test and Post-test Design .....	45
Table 3.The Situation of Tenth Grade of SMA Negeri 2 Pringsewu in the Academic Year of 2018/2019.....	47
Table 4.Normality of the Experimental and Control Class.....	70
Table 5.The Result of Homogeneity Test.....	71
Table 6. The Result of Hypotical Test.. .....	72



## LIST OF FIGURE

Figure 1. Figure of Example of Applicaton Clustering Technique in Constructing Narrative Text.....	37
Figure 2. Figure of the Result of the Pre-test Experimental Class.....	66
Figure 3. Figure of the Result of the Pre-test Control Class.. ..	67
Figure 4. Figure of The Result of Post-test Experimental Class.....	68
Figure 5. Figure of The Result of Post-test Control Class.. ..	69





## LIST OF APPENDICES

	<b>Pages</b>
Appendix 1 Interview for The Teacher.....	83
Appendix 2 The Result of Interview Teacher.....	84
Appendix 3 Students' Score of Writing Narrative Text at the Tenth Grade of SMA Negeri 2 Pringsewu in the Academic Year of 2018/2019.....	86
Appendix 4 Interview for The Students.....	93
Appendix 5 The result of interview for students.....	94
Appendix 6 The Students Name in Experimental Class..	104
Appendix 7 The Students Name in Control Class..	105
Appendix 8 Lesson Plan for Experimental Class.....	106
Appendix 9 Lesson Plan for Control Class.....	134
Appendix 10 Pre-test.....	158
Appendix 11 Post-test.....	159
Appendix 12 The System Scoring of Writing.....	160
Appendix 13 Syllabus Pembelajaran.....	162
Appendix 14 Expert Validation for Writing Test.....	166
Appendix 15 The Result of Reliability for Pre-test and Post-test .....	167
Appendix 16 The Result Readability Instrument.....	168
Appendix 17 Readability of the Writing Sheet.....	170
Appendix 18 Result of The Pre-test in the Experimental Class.....	171
Appendix 19 Result of The Pre-test in the Control Class.....	172
Appendix 20 Result of The Post-test in the Experimental Class.....	173
Appendix 21 Result of The Post-test in the Control Class.....	174
Appendix 22 The Result of Normality test of the Experimental Class and Control Class.....	175
Appendix 23 The Result of Homogeneity Test.....	176
Appendix 24 The Result of Independent Sample Test.....	177
Appendix 25 Score Pre-test in Experimental Class and Control Class.....	178
Appendix 26 Score Post-test in the Experimental Class and Control Class.....	179
Appendix 27 The Name of Students Try Out.....	184
Appendix 28 Documentation in SMA Negeri 2 Pringsewu.....	185

# CHAPTER I

## INTRODUCTION

### A. Background the Problem

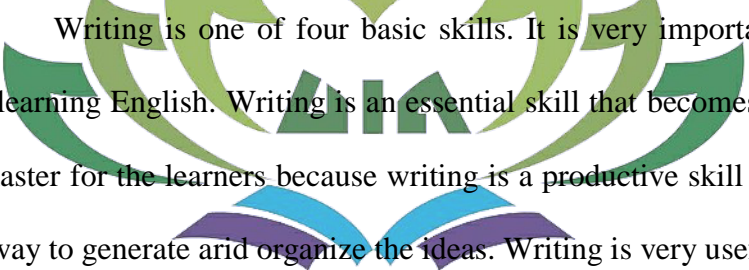
Human is a social creature that needs and does social interaction with others. We communicate with others using language. Language is an important tool for communication. Language can become a bridge to connect one to another that lived in different places and cultures. By using a language, one can give information, knowledge, and express one's feeling and emotions. Nowadays, many people learn the international language. One of the international languages is English. English is an international language which has an important role in communication by people to interact with other people in the world. As international language, English is used to conduct communication in almost the entire world in many countries.

Budiharso states that English is the major language which is used by people in some sectors.<sup>1</sup> Furthermore, Shohamy defines that English is being the world current lingua franca. It is used for obtaining successful jobs, promotions, academic function and business interaction. Consequently, many people tend to master English to compete in globalization. Therefore, English is taught as the first foreign language as one of the important subjects in Indonesia from elementary to university level. English is also used as a

---

<sup>1</sup>Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*,(Surabaya:Lutfahsah Mediatama 2004).P.4

language of science, art and high technology. Many book are written in English so that people who want to get information or knowledge of science and high technology should master English. There are four skills in English language which should be mastered by students, they are reading, writing, listening, and speaking. Students are hoped to be able to master all of English skills. According to Harmer, the language skills are divided into two, which are receptive skills and productive skills.<sup>2</sup> Therefore, the receptive skills are listening and reading which are involved as receiving message. Where as the productive skills are speaking and writing both are involved as language production.



Writing is one of four basic skills. It is very important in teaching and learning English. Writing is an essential skill that becomes complex skill to master for the learners because writing is a productive skill that deals with the way to generate and organize the ideas. Writing is very useful for students as an alternative way of expressing their ideas, it involves several inter connected aspects of language like vocabulary, grammar, paragraphs organizations, punctuations, spellings, capitalizations, etc. According to Hyland that, “writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.”<sup>3</sup> Therefore, writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader. Based on the Minister of

---

<sup>2</sup>Jeremy Harmer. *The Practice of English Language Teaching*, (New York: Longman Publishing, 1996) p. 16-17

<sup>3</sup>Ken Hyland. *Second Language Writing*, (New York: Cambridge University Press, 2003) p.xv



Educational and culture decree No: 372/2003 dated December 12, 2003 state that English becomes the first foreign language and the compulsory subject that should be taught in Indonesian school starting from junior high school up to university level.<sup>4</sup> Therefore, the mastering English is a must for the students, without understanding English they will not able to improve their knowledge, skills and communication with other people who came from different worldwide too. In order that they should master all, four language skills because they are related to one another.

Writing is a difficult activity for most people, both in mother tongue and foreign language. Writing is the most complex one compared to the other three skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic, and organization of content and it demands standard from grammar, syntax, and vocabulary. As Raymond states that writing is an unnatural form of speech. Writing does not come naturally each generation has to teach it to the next.<sup>5</sup> Therefore, they are needs hard effort to master it. Most of them write incorrect sentences, such as incorrect grammar, and word choice. The researcher concluded that writing is a useful tool for discovering and thinking.

---

<sup>4</sup>Ketetapan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.372 Tahun 2003 tentang Pengajaran Bahasa Inggris di Indonesia

<sup>5</sup>James C. Raymond, *Writing is an Unnatural Act*, (New York: Harper Publisher, 1980), p.3.

Based on preliminary research data obtained by interviewing the teacher, Rismala Dewi, S.Pd the English teacher in SMA Negeri 2 Pringsewu said that there are various factors that make the students less interesting in learning process narrative text. One of problem is the students confuse to generated their ideas in writing. The students still lack of variety in vocabulary choices.<sup>6</sup> The researcher served the table about writing narrative text score at tenth grade of SMA Negeri 2 Pringsewu :

**Table 1**  
**Students' Score of Writing at Tenth Grade of SMA Negeri 2 Pringsewu**  
**in the Academic Year of 2017/2018**

No	Score	Class						Total
		X IPA 1	X IPA 2	X IPA 3	X IPA 4	X IPA 5	X IPA 6	
1.	>70	5	7	16	6	8	15	57
2.	<70	29	27	17	28	22	15	138
<b>TOTAL</b>								<b>195</b>

Source: *The Score From English Teacher of SMA Negeri 2 Pringsewu*

From the data in table 1, it can be seen that from 195 students of the tenth grade of SMA Negeri 2 Pringsewu, there are 138 students got  $\leq 70$  score, because the minimum achievement criteria of English subject in the tenth grade of SMA Negeri 2 Pringsewu that is 70.<sup>7</sup> It shows that students have difficult in mastery English. After interviewing the students, the researcher found that the student's learning is very difficulty.

---

<sup>6</sup>Rismala Dewi, *Interview to English Teacher*, SMA Negeri 2 Pringsewu, Lampung 15<sup>th</sup> 2018, unpublished

<sup>7</sup>By Preliminary Research in SMA Negeri 2 Pringsewu , January, 15<sup>th</sup> 2018

Based on preliminary research in SMA Negeri 2 Pringsewu on January, 15<sup>th</sup> 2018. The researcher found many problem, why the students' writing narrative text is still low, it happen because of some problems that the teacher does not use appropriate way in teaching writing and the students face difficulties to develop in their idea in their writing, especially in narrative text. It means that the technique is not suitable to be applied in the class, because writing is the most difficult skills for students and also the teacher always explains any material from text book and ask the students to do exercise. Students need technique it can make students easy to write and feel not bored in learning process, so it can be concluded that technique makes student less interesting in learning writing.

According to Hyland, teacher has important function in student's writing process to help students build up strategies for generating, drafting, and refining ideas.<sup>8</sup> It means that, students need strategy, method or technique to think easily and get aim to what they will write. The appropriate method, technique, or strategy can solve the difficulties of student in writing.

From the reason above, to overcome students' problem in writing are needs an appropriate technique, methods or strategy. One of the techniques in writing is clustering technique. Clustering technique is one of the kind pre-writing activities to enhance the creativity in generating and organizing the students' ideas by using lines and circles to indicate the relationship.

---

<sup>8</sup>Ken Hyland., *Op. Cit.* p.2



This technique is an effective tool for development their idea. Beside that clustering technique can stimulate their ideas; also it can construct relations between students' experience and new information. It is also fun so that the students will find that learning language is enjoyable. Clustering technique is one of the alternative techniques for teachers to improve students' writing ability especially in narrative text.

Clustering is one of the technique to generate the ideas like brainstorming technique. This technique is by writing down the ideas that relate to the topic. In brainstorming technique, write down the ideas in a list, but in clustering technique, write down the ideas in circles around the topic. Then, generate the ideas and write down in smaller circles. Each branching lines are attached to other circles containing ideas which have association with the topic, and it is probable that further ideas will stem from those circles.

This technique is an effective tool for prewriting stage of the writing process, and it will help students to develop their ideas before they organize into a paragraph. It means that that clustering technique is appropriate to teaching writing and help students writing to develop their ideas especially in narrative text.

Based on the previous research by Fikri Fauzi Alawi has conducted a study entitle “Improving Students” Ability in Writing Descriptive Text Using Clustering Technique (An Action Research at eighth grades of MTs. Darul Ma’arif Cipete-Jakarta)”.<sup>9</sup>In conducting this research,the researcher used Classroom Action Research (CAR) as the method of research. The result of this research shows that using clustering technique in teaching descriptive writing can improve their writing’s ability. The students’ responses showed that they were interested to learn writingsubject, because they felt easier to write using the technique. Moreover, the students’ achievement in pre-test and post-test showed a significant improvement. From this result, the researcher concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma’arif Jakarta can improve their writing ability. Clustering Technique is effective to be implemented in teaching writing ability. It has been revealed by previous research conducted by Fajriyani and Tita Nurulabout Improving Students’ Writing Ability through Clustering Technique (A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok).<sup>10</sup>This study was carried out to improve the students’ writing ability through Clustering Technique in the second year of SMP Al-Hasra academic year 2010-2011. The subjects of this study were consisted of 31 students. The research method used in this study

---

<sup>9</sup>Fikri Fauzi Alawi, *Improving Students’ Ability inWriting Descriptive Text Using Clustering Technique*, Unpublished Thesis. Jakarta : State Islamic University Syarif Hidayatullah Jakarta, 2011.

<sup>10</sup>Fajriyani and Tita Nurul, *Improving Students’ Writing Ability through Clustering Technique(A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok)*, Unpublished Thesis. Jakarta:State Islamic University Syarif Hidayatullah Jakarta, 2011.

was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the researcher collaborated with the English teacher of SMP Al-Hasra as an observer and collaborator. The study was carried out in two cycles. Each cycle consisted of two meetings. The data were collected in this study through interview, field notes, questionnaire, and test. The result of the study showed that there was improvement of students' writing ability. Most of the students gradually gained good scores at the end of each cycle. The score of minimum achievement criteria of English subject was 70 (seventy). In addition, there was a positive response from the English teacher about implementing the action. In conclusion Clustering Technique could improve students' writing ability.

In addition, the differences between the previous studies with the researcher were (1) related to the technique of the study that is used, and (2) the materials. The previous studies used classroom action research (CAR). Besides that, the materials is the descriptive text. Meanwhile, this study used quasy-experimental research; it is conducted in teaching writing by clustering technique, and the material is narrative text. The purposes of the study are to measure (1) the effect of using clustering technique toward students' writing ability in narrative text, (2) teaching preparation made by the English teacher, (3) students' achievement in writing narrative text for tenth grade students at SMA Negeri 2 Pringsewu.



From the previous research above, the researcher would like to conduct a research entitled: “The Effectiveness of Using Clustering Technique Toward Students’ Writing Ability in Narrative Text at the Tenth Grade Students of SMA Negeri 2 Pringsewu.” In this research, the researcher using clustering technique toward students’ writing ability in narrative text. This technique can be applied by the teacher as a variation in writing activities. By using clustering technique, students are expected to be able write a narrative text.

### **B. Identification of the Problem**

Based on the background of the problem, the specific problems in this study were :

1. The students lack of variety in vocabulary choices.
2. The students are very difficult to get ideas, they are confused how to to generated their ideas in writing.
3. The teacher uses a less interesting technique in teaching writing narrative text.

### **C. Limitation of the Problem**

Based on the background and identification of the problem above, the researcher would like to limit the research on the effectiveness of using clustering technique toward students’ writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

#### **D. Formulation of the Problem**

Based on the background above, the problem that come up in this research was formulated as follows : Is there an effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019?

#### **E. Objective of the Research**

The objective of the research was to know the effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

#### **F. Use of Research**

The used of the research were as follows:

##### **a. For the Students**

The researcher also hopes that the result of the research will be useful for students in order that the students can improve their writing ability by clustering technique and get an experience about how to learn writing using this technique.

##### **b. For the Teacher**

From this research, the result of the study will be useful for English teacherwho learn the research result, it means that they can use

clustering technique to improve their teaching and this research can give the teacher an alternative method in teaching English, especially in teaching writing.

**c. For the other Researcher**

This research hopefully can be the inspiration for the other researcher to develop this technique.

**G. Scope of Research**

According to the title, the scope of the research can be described as follows:

**1. Subject of the Research**

The subject of the research was the students of the tenth grade of SMA Negeri 2 Pringsewu.

**2. Object of Research**

The object of the research was the use of clustering technique and students' writing in narrative text.

**3. Time of the Research**

The research was conducted at the first semester in the academic year of 2018/2019.

**4. Place of the Research**

The research was conducted at SMA Negeri 2 Pringsewu.



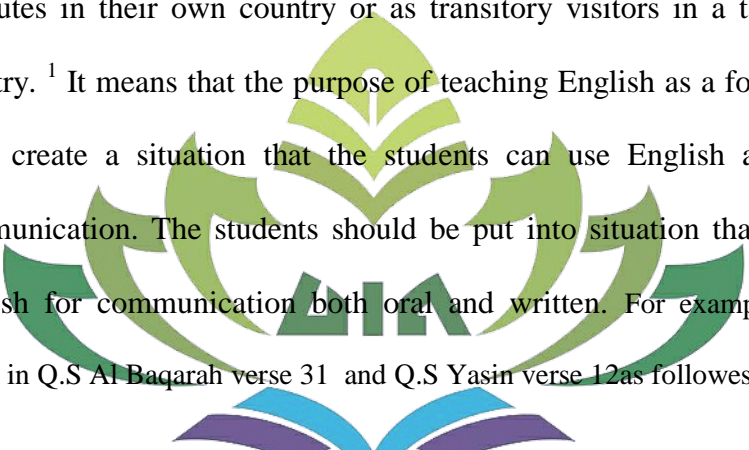
## CHAPTER II

### REVIEW OF LITERATURE

#### A. Frame of Theory

##### 1. Concept of Teaching English As Foreign Language

Harmer states that, English as a foreign language is generally taken to apply the students who are studying general English at the school and institutes in their own country or as transitory visitors in a target language country.<sup>1</sup> It means that the purpose of teaching English as a foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written. For example, Allah SWT stated in Q.S Al Baqarah verse 31 and Q.S Yasin verse 12as follows:



وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

*The meaning: And He taught Adam all the names (of everything), and He show them to the angels and said, "Tell me the names of these if you are truthful. (Q.S Al-Baqarah 31).*

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, London:Longman Group UK Limited, 3<sup>rd</sup> Edition, 1991, p.39

إِنَّا نَحْنُ نُحْيِي الْمَوْتَىٰ وَنَكْتُبُ مَا قَدَّمُوا وَآثَرَهُمْ وَكُلُّ شَيْءٍ  
أَحْصَيْنَاهُ فِي إِمَامٍ مُّبِينٍ ۝١٢

*The meaning: Verily, We give life to the dead, and We record that which they send before (them), and their traces and all things We have recorded with numbers (as a record) in a Clear Book. (Q.S Yasin verse 12).*

English as a foreign language occurs in countries where English is not actually used or spoken in daily life. English is really a foreign language for language learner in Indonesia because in Indonesia English is just learned at school and people do not speak the language in the society. English is introduced as a local content in elementary school and as a compulsory subject from junior high school to university level. Learner who learn English as foreign language do not use English in their daily communication. The reason for this is because the environments do not support the learner to use English for communication.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. It means that English is not spoken in the society, accuracy is really focus in learning English. They use English only when they learn English subject in the classroom and the learner has no appropriate time to practice the knowledge outside the classroom. English as a second language occurs in countries where English is spoken in society. People in those countries emphasize on the ability and fluency in communication of daily lives.

Based on the explanation above, the researcher concludes that in teaching English as a foreign language, the teacher should assist and guide students in the mastery of the material. In other word the teacher as a facilitator must be able to provide a good method or technique in teaching and learning process, so that at the end of teaching activities the students will understand the subject that is taught.

## 2. Concept of Writing

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling. Writing is a skill, like driving or word processing that you can master with hard work. If you want to write, it is as simple as that. If you believe this, you are ready to learn how to become a competent writer.<sup>2</sup>

Allah said in Qur'an in Al-alaq Verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥ [سورة العلق, ٤-٥]

*The meaning: "who was taught (the writing) by the pen. He has taught man that which he knows not (Q.S Al-Alaq: 4-5)"<sup>3</sup>*

Allah said in Qur'an in Al-Qalam Verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ١ [سورة القلم, ١]

*The meaning: "Nun, by the pen and what the write (Q.S Al-Qalam: 1)"<sup>4</sup>*

<sup>2</sup>Jhon Langan, *English Skill with Readings*, New york: Mc Graw-Hill Companies, inc, 7<sup>th</sup> edition, p. 12

<sup>3</sup>Muhammad Taqi-ud-Din Al Hilali, (1998), *Translation of the Meaning of the Noble Quran in the English Language*. Madinah : King Fahd Complex, p. 841

Writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the reader, in the other hand we do not normally have to write quickly, we can rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

According to Murcia, writing is “the ability to express one’s ideas in written form is a second or foreign language”.<sup>5</sup> It means that writing is an activity to express our ideas in written form. In addition, writing is complex process, and most of the research literature recognizes the difficulty it process for students. It seems resonable to expect, then, that the teaching of writing is complex as well. <sup>6</sup> It means that writing is thinking process in which ideas are arrange and combine with complex knowledge of target language as structure, vocabulary, organization, content and language use. It is one of the means of communication use between the writer and reader to express ideas, interests, and experiences in written form.

---

<sup>4</sup>*Ibid*,p. 774

<sup>5</sup>Marianne C. Murcia, *Teaching English as a Second or Foreign Language*; Second Edition,Boston: Heinle & Heinle Publisher, 1991, p.233.

<sup>6</sup>Vicki Urquhat and Monette Molver, *Teaching Writing in the Content Areas*, Alexander:ASDC, 2005, P.6



Based on explanation above, it can be concluded that writing is an activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something, we need some step. Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say it. It can be concluded that writing is never a one step action, or in other words it is a process that has several steps.

### 3. Concept of Teaching Writing

According to Hyland, “writing is seen as a product construction from the writer’s command of grammatical and lexical knowledge”.<sup>7</sup> Therefore, writing is a result that is proceed of writer, the writer regard about grammar, spelling, punktuatua in writing. Teaching is the way to show somebody how to do something so that they will be able to do it them selves, and to givesomebody to learn something or to tell or show somebody how to do somethingthat they can already do well, and probably better than oneself. In education, teachers are those who teach students or pupils, often a course of study or a practical skill, including learning and thinking skills. There are many different ways to teach and help students to learn. This way is often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning goals. Being able towrite is an important skill

---

<sup>7</sup>Jack C Richards, *Op.Cit.*, p.2

for “speakers” of foreign language as much as for everyone using their own first language.<sup>8</sup> Teaching students to write thus demands the care and attention of language teacher. Therefore, as teachers need to focus the students on what will they write whether it is about genre or just like shopping list. For many years the teaching of writing focused on the written product rather than on the writing process.

Teaching writing is teaching the way to be able to write in a foreign language. Here the students were trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in written form. Teaching writing is also as process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text. The researcher used the scoring system for evaluating students’ writing by tribble. The scoring system for evaluating students’ writing that consists of content, organization, vocabulary, language and mechanic.

According to Harmer that there are many processes of writing, they are:

#### 1. Planning

Before starting to write, the writer must have planning what thing that will be expreed on the paper. The material that will be written can appear from own experience or other. It means that, planning is a way to collect the

---

<sup>8</sup>Jeremy Harmer. *How To Teach Writing*, (New York: Longman Pearson Education, 2014) p. 3.

ideas before starting to write. Moreover, Harmer state that experienced writers plan that they are going to write before starting to write or type, they try and decide what they are going to say.

## 2. Drafting

Fist draft are made to be thrown out or at least buried beneath revisions, but they are an important part of the writing process. Draft purposes: (1) they allow us to put all of our material on paper, and thus to see it all at once as we never could in our heads; (2) but putting all of our material before us, they unable use to evaluate it.

## 3. Editing

Making sure that the words are correctly spelled and that the sentences are correctly constructed and punctuated may seem to be minor consideration.

## 4. Revising

To revise is to reenvision, to see again. When our ideas have been shaped into a draft, warts and all, they are before us, and we can evaluate them.

## 5. Final version

This is the last step in writing. Harmer said, once writers have edited their draf, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the firs draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. Based on statement above, there are five processes in writing. They are planing, drafting, editing or revising and final version. All the

processes is important to be done. It should be write step by step to get the best result if you want to done. There is no random for the step. Each step can be write a well.<sup>9</sup>

#### 4. Concept of Writing Ability

Raimes states that writing ability is a skill in which we express ideas, feelings and thoughts which are arranged in word, sentences, and paragraph using eyes, brain and hand. Writing is clearly more than the production of graphic symbols, just as speech is more than the production of sounds. It means that when a person writes, they uses symbols, the letters or combination of letter that relate to the sounds he or she makes when he/she speaks in order that the reader can get the message clearly.<sup>10</sup>

Elbow states that writing is the ability to create words or idea of the writer.<sup>11</sup> It means that writing is an ability where the writer is able to create word, sentences, paragraph to express their ideas, thoughts, even their feelings. Writing ability is a one of skill in English have to be mastered. In other hand , writing is a language skill which is difficult to acquire. Writing is not easy to practice. So that the writing ability should be trained step by step by the learners.

---

<sup>9</sup> Jeremy Harmer, *How to Teach Writing*, 6<sup>th</sup> Edition, (Edinburgh Gate: Longman 2007), p.4

<sup>10</sup> Raimes, A. *Technique in Teaching Writing*, (New York: Oxford University Press, 1987), p.76

<sup>11</sup> Peter Elbow, *Writing with Power: Technique for mastering the Writing Process*, Proposed from Rafika Mutiara's journal about *Teaching Descriptive text by using Guided WH-Questions*, (New York : Oxford University Press, 1980), p.53



In addition, Brown says there are some tips that can be used to improve the writing ability. There are as follows:

- a) Use acceptable grammatical systems (e. g. tense, agreement, pluralization, patterns and rules).
- b) Express a particular meaning in different grammatical forms.
- c) Use cohesive devices in written discourse.
- d) Use the rhetorical forms and convention of written discourse.
- e) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- f) Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
- g) Distinguish between literal and implied meaning when writing.
- h) Correctly convey culturally specific references in the context of the written text.
- i) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
- j) Brush up on grammar and style.<sup>12</sup>

---

<sup>12</sup> H. Douglas Brown, *Teaching by Principles* (San Francisco: Longman, 2001), p.343

Based on explanation above, it can be concludes that writing ability is a one of skill in English have to be mastered. Writing is not easy to practiced. So that the writing ability should be trained step by step by the learners.

## 5. Concept of Text

Siahaan and Shinoda said that a text is a meaningful linguistic unit in a context, it is both a spoken text and written text.<sup>13</sup> Therefore, a text is writing form or result of the writer write, that is usually text form contains that several paragraph. A spoken text is meaning spoken text. It can be a word or a phrase or a sentence or discourse. Written text is any meaningful written text. The writer assumes that text is some sentences in written text and the readers can get information from the text.

## 6. Concept of Genre Text

There are many kind of the texts that must be taught to give knowledge to the students. Based on syllabus of English learning. The text are devided into several types. Gerot and Wignel classify the genre into thirteen types.

They are:

### 1. Spoof

Spoof is a text to retell an event with a humorous twist.

---

<sup>13</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Imu, 2008), p.1

## 2. Recount

Recount is a text retell events for the purpose of informing or entertaining.

## 3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

## 4. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

## 5. News Items

News Items is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

## 6. Anecdote

Anecdote is a text to share with others and account of an unusual or amusing incident.

## 7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

## 8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

## 9. Description

Description is a text to describe a particular person, place or thing.

## 10. Hortatory Explaniton

Hortatory Explaniton is a text to persuade the reader or listener that something should or should not be the case.

## 11. Explanation

Explanation is a text to explain the process involved in the formation or working of natural or socio cultural phenomena.

## 12. Discussion

Discussion is a text to present (at least) to point of view about an issue.

## 13. Review

Review is a text to critique an art work or event for a public audience.<sup>14</sup>

Based on the explanations above, it can be concluded that there are several kind of the texts. We know that the definition of several text is different. And the goals, purpose, language, feature, are also different.

## 7. Concept of Narrative Text

### a. Definition of Narrative Text

Narrative text is one of genres which is taught at the eighth grade students. Narrative text is a text which says the past activities or event which concerns on the problematic experience and resolution in orderto amuse and even give the moral messages to the reader. According to Anderson, narrative is a text which tells a story and in doing so, entertains or inform reader or

---

<sup>14</sup> Linda Gerot, Et.Al., *Making Sense Of Fungtional Grammar* (Cammeray: Antipodean educational Enterprises, 1995), P.192-205



listener.<sup>15</sup> Therefore, narrative text is a text one of the genre texts in writing. Mark and Kathy Anderson said that there are some examples of narrative text that can be founded are: fantasy novels, bed time stories, historical fiction, and stories.<sup>16</sup> It means that, narrative has many types, they are fantasy, fiction and other.

Narrative as kind of story genres that can be imaginary or factual has many types. They are fairy stories, mysteries, science fiction, romances, horror stories, adventure series, fables, myth, legends, historical narratives, ballads, and etc. It means that the researcher focused on legend type as material in this research.

#### 1. Definition of Legend

Legend (*from Latin legere*) is a story of people's prose which is considered by those who have stories as something that really happened. Therefore, legends are often regarded as "historical" collective (*folk history*). However, because it was not written, the story had been distorted so often it was far different from the original story. Therefore, if the legend will be used as material to reconstruct history, then the legend must first be cleaned of its parts which contain the characteristics of folklore. According to Pudentia, legend is a story believed by some local people as truth, but it is not considered sacred or sacred which also distinguishes it from myth.

---

<sup>15</sup>Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: MacMillan, 1998), p.3

<sup>16</sup>Mark and Kathy Anderson, *Op.Cit*,..., p.22

In the Large Indonesian Language Dictionary (KBBI) the word legend is a folklore in ancient times that has to do with historical events.<sup>17</sup>

Legend is also known as a traditional story whose culprit is imagined as if it really happened in history. In events it usually tells of an extraordinary event. In figures who play a role in an ordinary legend, people are often even figures of supernatural beings appear

Based on the explanation above, Legend is a story in the past that is characteristic of every nation that has a diverse cultural culture including the cultural and historical wealth of each nation.

## 2. The Characteristics of Legend

Legend is a folklore that has characteristics, namely as follows.

- a) Tells about someone (human figure).
- b) There is a place as evidence of a legend.
- c) The story is indeed the past but the distance is not too far away so people can see tangible evidence of the story in the legend.
- d) Even though the character is not too sacred, but the community is still quite fanatical about the story of legend. Even more are fanatical than myths.
- e) Legend can be modified into a new story provided that everything must be strong in building the story (not as long as it changes into a new story).

---

<sup>17</sup> KBBI, *Large Indonesian Language Dictionary*, 2005

### 3. Types - legend type

Legends can be divided into four types, namely religious legends, supernatural legends, individual legends, and local legends.

#### 1. Religious legend

The legend whose story is related to religious life is called a religious legend.

#### 2. Legend of the Unseen Nature.

The second form is the legend of the supernatural. This legend is usually in the form of a story that is considered truly happened and has been experienced by someone.

#### 3. Individual Legend

Individual legend is a story about certain characters who are considered to have actually happened.

#### 4. Local / Local Legend.

Local legend is a legend related to the name of the place where the mountains, hills, lakes and so on. For example, the legend of Lake Toba in Sumatra, Sangkuriang (legend of Tangkuban Parahu Mountain) in West Java, Rara Jonggrang in Yogyakarta and Central Java, Ajisaka in Central Java, and Trunyan Village in Bali.

From the explanations above, it can be concluded that narrative text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved.

## b. Social Function of Narrative Text

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It has the following characteristics.<sup>18</sup>

Narrative has social function. It entertain and instructs via reflection on experience, events which individuals have to resolve for better or worse.<sup>19</sup> It means, the characteristic of narrative text is story or usually human's experience, it has a conflict and solving problem, and systematic.

## c. Generic Structure of Narrative Text

According Suryana, there were several generic structure of narrative text, they are:

### a. Orientation

It is about the opening paragraph where the sets, the scene and the character of the story are introduced. In this paragraph the narrative tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

---

<sup>18</sup>Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 105

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c. Resolution

This part of the narrative where the complication is sorted out or the problem is solved.<sup>20</sup>

Moreover, according to Anderson, narrative has steps for constructing a narrative. There are:

- 1) An orientation (can be a paragraph, picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story talking place and where the actions is happening.
- 2) A complication that sets off a chain of events that influences what will happened in the story.
- 3) A squence of events where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) Coda that provides a comment or moral based on what has been learned from the story (an optional step).<sup>21</sup>

---

<sup>20</sup>Suryana. *et al*, *Be Global With English 3*, (Bogor. PT Ghalia Indonesia Printing, 2007) p.53

<sup>21</sup>David Aderson and Kathy Aderson, *Op.Cit.*p.8



#### d. Language Feature of Narrative Text

There are some language features in narrative text. Those are (a) nouns that identify the specific characters and places in the story, (b) adjectives that provide accurate descriptions of the characters and setting, (c) time words that connect events to tell when they occur. For example, first, then, next, while, afterward, finally, after, during, before, etc., (d) verb to show the action that occurs in the story. The tense used in general is past tense.

There are some linguistic features in narrative text :

- 1) Using processed verb
- 2) Using temporal conjunction, example: one day, a week, later, then long time, long time ago, when, etc
- 3) Using simple past tense, example: lived, stayed
- 4) Using noun phrase, example: long black hair
- 5) Using pronouns, example: I, me, they, their, it, its, etc
- 6) Using nouns, example: tree, road, stepsister, housework.
- 7) Using saying verb, example: said, told, promised.<sup>22</sup>

---

<sup>22</sup> Wido H. Toendan, *Op Cit.*, p. 105

### e. The Examples of Narrative Text

The following shows an example of narrative text and its generic structure analysis.

Generic Structure	The Story of Roro Jongrang
<b>ORIENTATION</b>	<p>A long time ago in Prambanan palace lived a King named Baka with his beautiful daughter, Roro Jongrang. Many rulers wanted to marry Roro Jongrang, so they competed for her. When Bandung Bondowoso conquered Prambanan, he killed King Baka in a battle. Bandung Bondowoso let Roro Jongrang live, but she was supposed to marry Bandung. She refused, making Bandung humiliated and offended. Roro Jongrang struggled to escape, but it was in vain.</p> <p>Finally, Roro agreed to marry Bandung, but in one condition. Bandung had to present a big wonderful palace with one thousand sculptures in it. And he had to finish it before the sun rose. He agreed. Bandung immediately called his invisible friends for help. They did what their master ordered. Knowing it, Roro was worried. It appeared they would finish the work before morning, and would not stop.</p>
<b>COMPLICATION</b>	<p>What can I do? Roro thought in a panic. Suddenly she had an idea. She awoke her maids and nannies, and asked them to do their daily routines as if morning had come. They also made shadow as if there was a sun in the sky.</p>
<b>RESOLUTION</b>	<p>Bandung was surprised. The sky was red, the roasters crowded, and the people pounded rice. Meanwhile, the job had not been finished. The evil spirits disappeared because they were scared</p>

	<p>of light. Bandung was there alone. When he found out that Roro had used trick, he cursed her. He turned her into a stone, which completed the temples. Even today, the statue of Roro Jongrang remains in the temple.</p>
--	--

*Source, Talk Active 1 for senior high school students year X, Yudistira.2000*

## 8. Concept of Students' Writing Ability in Narrative Text

Narrative text can entertain or inform the reader or listener. To make a good narrative text the researcher must be creative. The researcher also has to understand about point that must be there in narrative text writing. In narrative text, the researcher expresses the idea or topic of the text by keeping attention about rhetorical structure and language feature of narrative text. The researcher has to pay attention about five aspects of writing (content, organization, vocabulary, language, and mechanics). In this research, the students have to retell the story of narrative text they read.

Based on the explanation above, the researcher makes conclusion that students narrative text writing ability is their ability to produce or compose a text, by retelling a story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language and mechanics.

## 9. Concept of Approach, Method, and Technique

There are three terms that must be differentiated before knowing the definition of technique, because these terms used in teaching learning activity and people often confuse with these terms. They are approach, method, and technique.

Anthony identified three levels of conceptualization and organization, which he termed *approach, method, and technique*.<sup>23</sup> An approach is a set of correlative assumption dealing with the nature of language teaching and learning. Method is an overall plan for the orderly presentation of language material. In other word, an approach is axiomatic and a method is procedural. Whereas, a technique is implementational this actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

Setiyadi states that approach is the level of theories, method is the plan of language teaching that is consistent with the theories, and technique is something that actually takes places in language teaching and learning in classroom.<sup>24</sup> Based on the statement above, the researcher concludes that approach, method, and technique are the three terms which are often overlapped in language teaching. The arrangement of the three terms are that

---

<sup>23</sup> Jack C Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 1986), p.15

<sup>24</sup>Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta:Graha Ilmu, 2006), p.14

approach is axiomatic, method is procedural and technique is an implementation.

## 10. Concept of Clustering Technique

### a. Definition of Clustering Technique

Technique is the implementation that takes place in a classroom. It's like particular tricks, stratagem, or contrivance used to accomplish an immediate objective.<sup>25</sup>

Clustering is group of thing close together or two from a close group.<sup>26</sup> The purpose of brainstorming is to generate as many as ideas as possible. Brainstorming is a process of focusing the main on particular idea and recording the result. Clustering technique can help the students generate the ideas.<sup>27</sup>

How to use clustering is very important to know so that it can be used well. To make clustering, a topic should be written by drawing a balloon around the topic. This is centre or core balloon. Then writing whatever ideas come into mind in balloon around in the core. More cluster associated with the activities aimed at a group of people. This technique is associated with determining the place and time to achieve a goal that is beneficial to divide

---

<sup>25</sup> Jack C Richards and Theodore S. Rodgers, *Op.Cit.*p.15

<sup>26</sup> H. Manser, (1995), *Oxford Learners Pocket Dictionary*, Hongkong: Oxford University Press, p.190

<sup>27</sup> Alice Oshima, (1981), *Writing Academic English*, New York: Addison-Wesley, p.9



and set targets. Cluster is a technique that is made by the data analysis shaping, sorting ourspecializes in specific target based group, type.<sup>28</sup> Futhermore, Oshima and Hogue state that clustering technique is another prewriting technique that can use to get ideas. This technique hope to solve the problem because usually students get difficulties to develop their idea in writing activity because there are poor in vocabulary and grammar. Its give the effect in quality of writing.<sup>29</sup>

Rico states that when you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas smaller circles around the first circle. The related idea in each small circle may produce even more ideas and therefore more circles around it.<sup>30</sup> Melanie Dawson and Joe Essid said that clustering technique is a type of prewriting that allows you to explore many ideas as soon as they occur to you.<sup>31</sup> like brainstorming or free associating, clustering allows you to begin without clear ideas. Smalley stated that clustering is making visual map of the ideas.<sup>32</sup> Therefore, clustering is a creative activity, because when creating a clustering people tried to find things related to the topic using a visual scheme or chart. It will make the student more creative in making new association. Clustering is a good way to turn a broad subject into a limited and more

---

<sup>28</sup> Frans M. Royan, *Cluster Strategy*, Jakarta: PT Gramedia Pustaka Utama, 2004 p. 82

<sup>29</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York, Longman, 2007, p.72

<sup>30</sup> Gabriele Rico, *Writing the Natural Way*, New York, J.P. Teacher, 2000, p.38.

<sup>31</sup> Melanie Dawson and Joe Essid, Prewriting” from: <http://google.com>. p. 1.

<sup>32</sup> Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York International Tompson Publishing Company, 5th edition), p. 10.

manageable topic for a short essay; it also called mapping, webbing, looping, or diagraming. Brain and Claire stated that clustering is another effective method you could use to narrow a subject.<sup>33</sup> It means that clustering is one way to be used when we are in doubtful how to express our ideas well.

Based on the statement above, the researcher concludes that clustering technique is another prewriting technique that can be used to get ideas for writing of any form. Clustering technique helps the writers or learners to start the writing activity from the new expectation words and develop them in circles form. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar.

#### **b. Procedures of Clustering Technique**

Clustering is a way of generating and connecting ideas visually. The reseacher used it in the early stages of planning essay in order of in sub topics in a topic or to organize information. This technique is helpful for people who like to do their thinking in a visual way.

There are steps of clustering.

1. The reseacher or the teacher gave the students a blank of paper.
2. The students write the topic from the teacher in the middle of the blank paper and draw a circle around it.

---

<sup>33</sup>George Brain and Clare May, *Writing from Success*, (London: Mayfield Publishing Company, 1995), p.21

3. Then draw a line out from the circle and write an idea associated with the topic.
4. Continue to map or cluster until you cannot think of any more ideas.<sup>34</sup>

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. In clustering, I can use lines, boxes, arrows, circles to show relationships among the ideas and details that occur to them. It is a way to think on paper about how various ideas and details relate to one another. Here are the following steps in teaching writing recount using clustering technique:

**Step 1:** Teacher explains about recount text, including the kinds of recount, schematic structures, and linguistic features.

**Step 2:** Introduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.

**Step 3:** Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students have not to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.

**Step 4:** Ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to

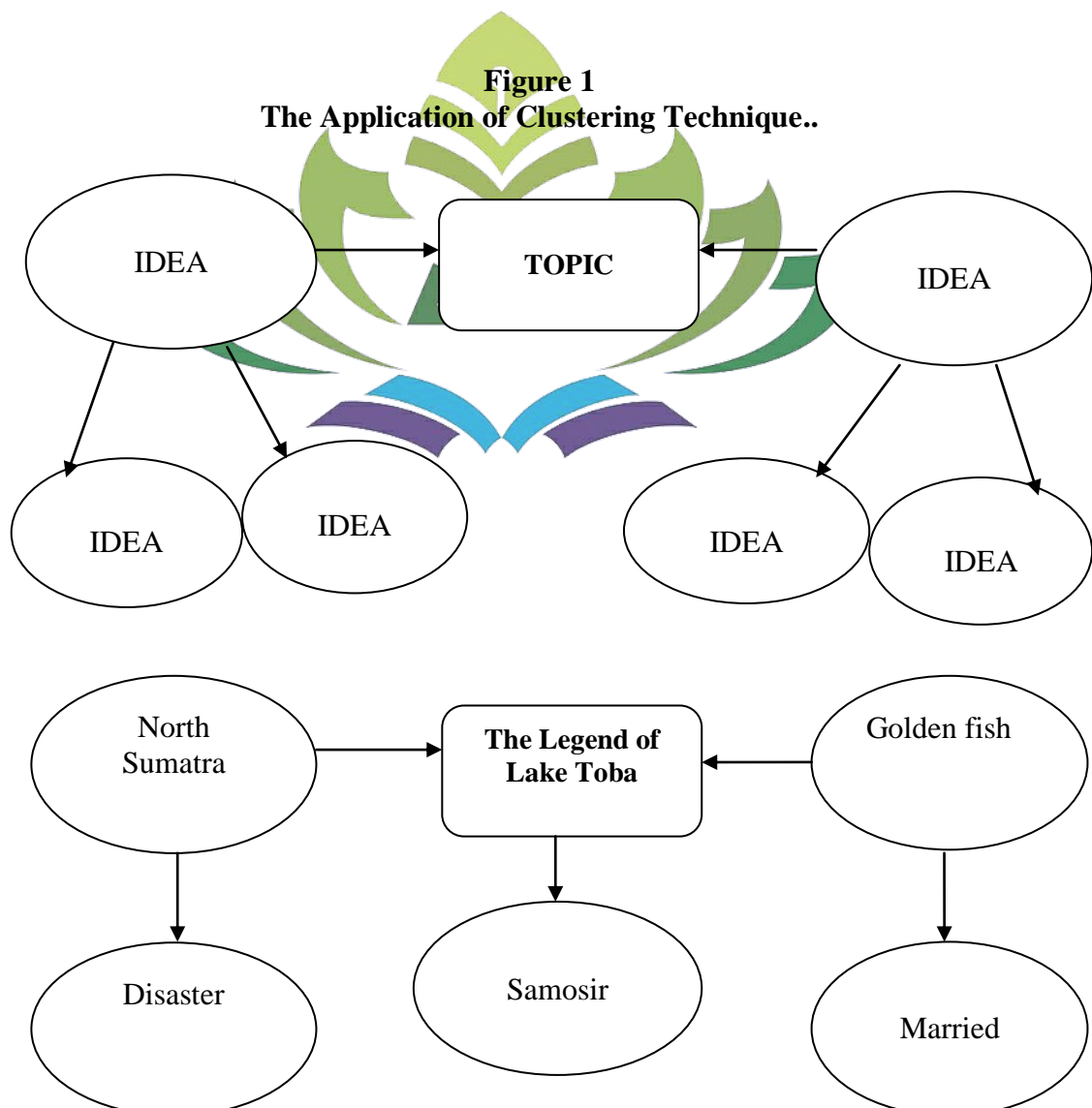
---

<sup>34</sup>Barbara Fine Clouse, *A Trouble shooting Guide Strategies & Process for Writers*, (New York: Mc Graw Hill, 2005), 4<sup>th</sup>Edition, p.p 24-26.

know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.

**Step 5:** After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Students give an evaluation to check their ability in writing and to know their problems in writing.

**Figure 1**  
**The Application of Clustering Technique..**



From the figure above, we can see that the the topic (The Legend of Lake Toba) is placed in the middle and all words must be related to the topic. Students can further develop their writing ability based on knowledge and experience. In this research, the researcher relate the application of clustering technique to writing process.

### **c. Advantages And Disadvantages of Clustering Technique**

#### **1. Advantages of Clustering Technique**

Every technique of teaching has strength and weakness. Teacher must consider kind of technique which is suitable with their students and give opportunities to the students to be active in a process teaching and learning in achieving the purpose or the standard competency. Clustering technique is helpful for the students or learners because it allows them to freely explore their ideas.

By using clustering procedures there were some advantages that can be found. Gabriele in Sabarun has list some advantages of using clustering technique as follows:

- 1) Students are able to relate the new vocabulary to other terms and concepts they are already familiar with, thus helping them to incorporate the new vocabulary into their knowledge base.
- 2) Clustering technique built the writer's idea and generate it into a boxes arrow, shape, and much more.



- 3) Clustering is a technique prewriting to collect the ideas before starting to write the topic that will be developed.
- 4) Students are able to connect new word to what they already know before.
- 5) Clustering technique provides a chance of maintaining a high level of interest and motivation of students in learning process.
- 6) Clustering technique can help the students to organize the students mind.
- 7) Clustering technique is able help the students to expand or develop the vocabulary.<sup>35</sup>

## 2. Disadvantages of Clustering Technique

There are some disadvantages of clustering technique, as follows:

- 1) It can be time consuming because of the complex steps of activities.
- 2) The class might noisy because dialog or discussion happens during learning for all groups in class.
- 3) The class need more control because teacher do not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.
- 4) Students find difficulties in express the word that have connection from the main word.<sup>36</sup>

---

<sup>35</sup>Sabarun, *The Effect Of Clustering Technique In Writing Expository Essays Of Efl Students*, Palangka Raya: SATAIN Palangka Raya, 2013), Available Online at: <http://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/58>(february,14<sup>th</sup>2017)

<sup>36</sup>K.Y, Hapsari, *Op,Cit,,*

## 11. Concept of Using Lecturing Technique

### a. Definition of Using Lecturing Technique

According to Djamarah, lecturing technique is among the oldest teaching technique and has been rarely used in higher education of countries. Lecturing technique is a traditional technique because this technique have used as the tool of oral communication between the teacher and the students in teaching learning process.<sup>37</sup> It means that lecturing technique is the technique of transferring of knowledge which is done by the teacher by using oral explanation directly to the students. Lecturing technique is oral presentation intended to present information or teach people about a particular thing. Therefore, lecturing technique is a technique to present the subject by using presentation. It can be concluded that the lecturing technique is the oldest technique in teaching learning process using oral explanation.

### b. Procedures of Teaching Narrative Text by Using Lecturing Technique

According to Stafford and Kelly, there were some steps to teach writing using lecturing technique. There are some procedures to teach narrative text by using lecturing technique.

1. Presenting information, in the learning process the teacher as central for the students tool to get information, the teacher explains what will they learn.

---

<sup>37</sup>Saiful Bahri Djamarah, *Strategy Belajar Mengajar* (Jakarta:Rhineka Cipta,2010), p.97.

2. Clarifying topic and issues, the teacher tells the students what narrative text is by encouraging students to think about the text.
3. The teacher asks the students to write a narrative text.
4. And the last, the teacher will ask the students to collect their work.<sup>38</sup>

The researcher concludes that lecturing technique is a teaching technique where the teaching and learning process is focus on information that present from the teacher.

### **c. Advantages and Disadvantages of Using Lecturing Technique**

#### **1. Advantages of Using Lecturing Technique**

There are some advantages of using Lecturing Technique

1. Teacher control, because the lecture is delivered by one authoritative figure, a teacher or instructor of some other kind-that person has full reign of the direction of the lesson and the one of classroom.
2. Effortless, the lecture method makes the learning process mostly effortless on the notes where they see it.<sup>39</sup>

#### **2. Disadvantages of Using Lecturing Technique**

There are some disadvantages of using Lecturing Technique:

1. One-way, people who are against the lecture method see it as a one-way street. Professors dictate information to students, who have little

---

<sup>38</sup>Ken Stafford and Mavis Kelly, 1993, *An Introduction to Lecturing technique*, Available on <http://www.geogle.com/search?an+introduction+lecturing+pdf> accessed (Accessed on september 2016).

<sup>39</sup> *Ibid*, p.97

to no opportunity to provide their own personal input, or protest the information being delivered.

2. Passive, not only do people see the lecture method as a biased, one-way road, but they also see it as a wholly passive experience for students.
3. Strong speaker expectation, the lecture method can be disadvantageous to professor, as well.<sup>40</sup>

## **B. Frame of Thinking**

In learning activities, the teacher can do interaction with students as primary meaning of the learning process an important role. Students are still confused to express their ideas. Most of them wrote incorrect sentences, such as incorrect grammar, and word choice in form especially in narrative text. Many teacher still use old technique. It make students feel bored. So the students need a technique to help them in writing. There are many technique that can be used by the teacher in teaching writing. Clustering technique is an activities to enhance the creativity in generating and organizing the students' ideas by using lines and circles to indicate the relationship.

Clustering technique is a good technique that can be used by students to expresses their ideas, when they are write something. That is because clustering is making a visual map or new association that allows students to think more creatively and to begin without clear ideas. From explanation above, the researcher concludes that the classroom writing activity through

---

<sup>40</sup> *Ibid*, p.97

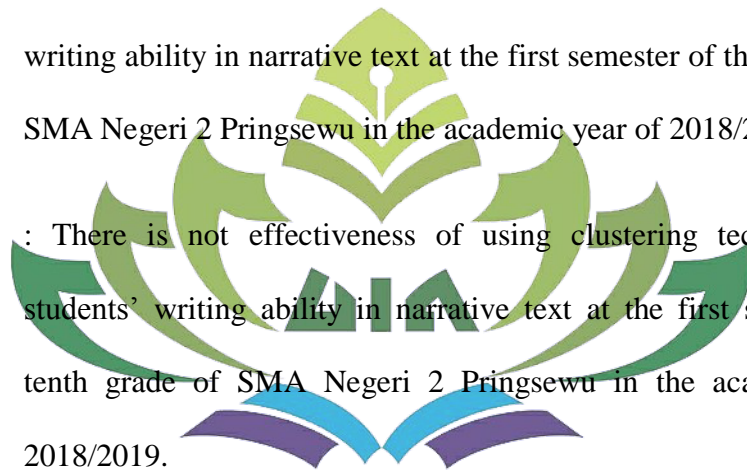
clustering technique can be used to develop students writing ability, especially in narrative text. Then, this technique can make the students interesting to follow the lesson, they have fun and it can be useful to introduce new topic in narrative text.

### C. Hypothesis

The researcher formulated the hypotheses were of this research as follow:

Ha : There is effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

Ho : There is not effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.





## CHAPTER III

### RESEARCH METODHOLOGY

#### A. Research Design

In conducting the research, the researcher used experimental design because to know the effectiveness of using clustering technique in teaching writing narrative text. The design of this research is categorized as aquasi-experimental research. According to Ary *et.al*, experimental design is the general plan to carrying out a study with an active independent variable.<sup>1</sup> In this research, the researcher used quasi experimental design.

Quasi experiments includes assignment, but not random assignment of participants to groups. This is because experimenter cannot artificially create groups for the experiment.<sup>2</sup> Therefore, the researcher did not have opportunity for giving random assignment to students to special groups in different condition, it was disrrupt classroom teaching and learning process. This research concerned with two classes of students that consisted of one class as the experimental class and another class as the control class in this research. Ary *et.al*, also state that, the variety of quasi experimental design,

---

<sup>1</sup>Donal Ary, *Introduction to Research In English Education*, (Canada :Wads worth Cengage Learning, 2010), P.301

<sup>2</sup>John W. Creswell, *Educational Research: Planing, Conducting and Evaluating Quantitative Research* 4<sup>th</sup> Edition, (Boston: Pearson Education, 2002), p 309

which can be divided in two main categories, they were pre-test and post-test only.<sup>3</sup>

The researcher used pre-test and post-test. The researcher's design presented in the table 2:

**Table 2**  
**Pre And Post-Test Design**

<b>Control Class Group</b>	<b>Pre-test</b>	<b>Lecturing Technique</b>	<b>Post-test</b>
<b>Experimental Class Group</b>	<b>Pre-test</b>	<b>Clustering technique</b>	<b>Post-test</b>

In this research, the students were given pre-test to know their narrative text writing ability before treatment and post test after treatment by using clustering technique in experimental class and by using lecturing technique in control class. The pre-test and post-test were conducted for experimental class and control class.

## **B. Variable of the Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization of study. They were two variables in this research namely: independent variable and dependent variable. Independent is variable selected by the researcher to determine their effect on the relationship with the dependent variable.

---

<sup>3</sup>Donal Ary, et,al *Loc. Cit*, p.307

There were two variables in this research: they were :

1. Independent variable

The independent variable in this research was clustering technique as variable (X).

2. Dependent variable

The dependent variable in this research was students' writing ability in narrative text as variable (Y).

### C. Operational Definition of Variable

The operational definition of variable used to describe the variables which were used in this research to avoid misconception of variables presented in this research. So the researcher investigated the data related to variables of this research. The operational definition of variable were follow:

1. **The Independent Variable (X)**

Clustering technique is one of the prewriting activities that can be used to generate ideas for writing of any form. Clustering technique help learner to start the writing activity from the new expectation words and develop them in a circles form. This technique is hoped to solve the problem, because usually students get difficulties to develop their idea in writing activity.

2. **Dependent Variable (Y)**

Students' writing ability in narrative text is one of skill must be mastered. Students' writing ability in narrative text is ability to

communicate all the ideas or imagination into narrative text, so the reader may understand what the researcher mean in their writing.

#### D. Population, Sample, and Sampling Technique

##### 1. Population of the Research

According to Creswell, population is group of individuals who have the same characteristic.<sup>4</sup> In other words, population is a number of groups interest to the students. In this research, the researcher took the population of the first semester of the tenth grade of SMA Negeri 2 Pringsewu in academic year of 2018/2019. The population of this research consisted of 195 students including four classes. It can be seen in the table follow:

**Table 3**  
**The Situation of Tenth Grade of SMA Negeri 2 Pringsewu**  
**In The Academic Year of 2017/2018**

No	Class	Gender		Total
		Male	Female	
1.	X IPA 1	12	22	34
2.	X IPA 2	9	25	34
3.	X IPA 3	14	16	30
4.	X IPA 4	11	23	34
5.	X IPA 5	10	23	33
6.	X IPA 6	15	15	30
	<b>Total</b>	<b>71</b>	<b>124</b>	<b>195</b>

Source: *The Data of Documentation At the Tenth Grade of SMA Negeri 2 Pringsewu In Academic Year 2017/2018*

---

<sup>4</sup>John W. Creswell, *Op.Cit*, p 142

## 2. Sample of the Research

According to Arikunto said that a sample is part of population of representative of it.<sup>5</sup> The sample of the research was two classes X IPA 3 as experimental class that consist of 30 students and X IPA 6 as control class that consist of 30 students. So the total number of the sample were 60 students.

## 3. Sampling Technique

In this research, the researcher used cluster random sampling technique in choosing the sample. Fraenkel and wallen state that the selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling.<sup>6</sup> The researcher used this sampling technique because the researcher took two classes. One class was as experimental and one another class was as control class.

There were procedures to take the classes as sample:

1. First, the name of each class was written in small piece of paper.
2. Then, these pieces of paper were rolled and put into a box.
3. After that, the box are shaken until two of the rolled paper out of box to experimental class and to control class.

---

<sup>5</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,( Jakarta: Rineka Cipta, 2009), p.163

<sup>6</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: 2009, McGraw-Hill), p.95

### **E. Data Collecting Technique**

For collecting data, the researcher used test to collect the data. The test were divided in two test they were :

#### **1. Pre-test**

The pre-test was given to students before giving treatment in order to know the students' quality in narrative text writing ability before they getting the treatment.

#### **2. Post-test**

The post-test was given to student to know about the students' narrative text writing ability after they got the treatment by using clustering technique in experimental class and lecturing technique to control class.

### **F. Instrument of the Research**

In this research the researcher used writing test as research instrument. This test was used to measure the students' narrative text writing ability. The instrument was writing test. The researcher gave the students two topics of narrative text, after that the researcher asked the students to retell the story of the text in narrative text form that consists of minimally ten sentences.

The topics that were given by the researcher to students as follow:

#### **1. Pre-test**

- ✓ The Legend of Roro Jongrang
- ✓ The Legend of Talaga Warna



## 2. Post-test

- ✓ The Legend of Malin Kundang
- ✓ The Legend of Tangkuban Perahu

## G. Research Procedure

The procedures of the research were as follows:

### 1. Planing

#### a. Determining subject.

The researcher chose the students at the tenth grade of SMA Negeri 2 Pringsewu as the subject of the research. One class as experimental class and one class as control class.

#### b. Preparing Pre-test

The researcher prepared the pre-test that was given to know the students' narrative text writing ability before giving the treatment. The students were given two topics of narrative text.

#### c. Determining the material to be taught

The researcher determined the material that was taught to the students, that was writing ability of narrative text.

#### d. Giving the treatment.

The teacher was teaching the class three time by clustering technique in experimental class and by lecturing technique at the control class

#### e. Preparing post-test

The researcher prepared a kind of test (called post-test) that was given to the students to know whether the students increase their writing ability.

## **2. Application**

After planning, the researcher tried to apply the procedures. There steps were as follow:

- a. In the first step, first meeting, the researcher asked the students to make a narrative text that consists minimally ten sentences to know students' writing ability in narrative text before they was given the treatment with the topic provided.
- b. In the second meeting, introducing the material and teaching technique. In this research, the researcher as a teacher taught narrative text by using clustering technique to the experimental class and by using lecturing technique in control class.
- c. In the third meeting, the researcher asked the students to make a narrative text consisted minimally ten sentences to know students' writing ability in narrative text after they given the treatment with the topic provided.

## **3. Reporting**

In this step, the researcher collected the data of the pre-test and post-test. After that, the researcher analyzed whether the result of the post-test is higher than pre-test or not. In other words, it known whether clustering technique can gave a significant effect to students narrative text writing ability or not. The last point in this research procedure is reporting. The researcher reported the result of the research.

## H. Scoring Procedure

The following is the blueprint of writing test. The score is calculated based on the following scoring systems proposed by Tribble.<sup>7</sup>

### 1. Content

20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	<b>Very poor:</b> Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	<b>Inadequate:</b> Fails to address the task with any effectiveness.

### 2. Organization

20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	<b>Very poor:</b> Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	<b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness.

<sup>7</sup>Christopher Tribble, *Language Teaching Writing*, (Oxford: University, 1996), p.130

### 3. Vocabulary

20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

### 4. Language

30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	<b>Very poor:</b> Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

### 5. Mechanics

10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

$$\text{Final Score} = C + O + V + L + M$$

**Note:**

C	:Content	(20)
O	:Organization	(20)
V	:Vocabulary	(20)
L	:Language	(30)
M	:Mechanics	(10)

### **I. Validity, Reliability, and Readability of the test**

To know whether the test was good or not, some criteria should be considered. the criteria of a good test are validity (content validity and construct validity), and reliability.

#### **1. Validity of the Test**

A good test is the test that has validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measured.<sup>8</sup> Test can be said valid if the instrument items test measure what is purposed should be measured. To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

---

<sup>8</sup>Suharsimi Arikunto, *Op. Cit*, p.211

### a. Content Validity

According to Setiyadi, content validity associated with all the test items contained in a measuring instrument.<sup>9</sup> It means that to get content validity the test adapted with the syllabus and the student book that was the test suited with subject that was taught to the students. (Appendix 17)

### b. Construct Validity

Construct validity focuses on kind of the test that uses to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.<sup>10</sup> In this research, the researcher was administered a writing test and technique of scoring the students' writing based on the five aspects of writing: they were content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher consulted the instrument test to the English teacher, Rismala Dewi, of SMA Negeri 2 Pringsewu as a validator. (see appendix 14)

## 2. Reliability of The Test

Arikunto says that reliability show that an instrument can be believed to be use as a tool of data collecting technique when the instrument is

---

<sup>9</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta, Graha Ilmu, 1<sup>st</sup>Ed, 2006, p.22

<sup>10</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26



good enough.<sup>11</sup> A test is reliable if the test is able to give constant result even though the test give repeatedly to the same individuals or sample. In addition, Sugiyono states that the reliable instrument which is if use to measure the same object for some times will result same data.<sup>12</sup> To get the reliability of the test, the researcher used inter rater reliability. The score that were gotten from two raters; they were the researcher and the English teacher. To estimate the reliability of the test, the researcher used rank order correlation is as follows. The formula was as follows:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

P = The number of rank order correlation (Rho)

6 & 1 = Constant number

D = Difference of rank correlation (D = R1 – R2)

N = The number of students.<sup>13</sup>

The criteria of reliability test were :

0.91 – 1.00	=Very high reliability
0.71 – 0.90	=High reliability
0.41 – 0.70	= Medium reliability
0.21-0.40	=Low reliability
00– ≤ 0.20	=Very Low reliability.

<sup>11</sup>Suharsimi Arikunto, *Op. Cit.*, p. 221.

<sup>12</sup>Sugiyono, *Loc. Cit.*

<sup>13</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta, Raja Grafindo Persada, 2008, P.232

### 3. Readability of the Test

Readability tests are indicators that used to measure how easy a document to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher followed Kouame's research. The participants were asked to evaluate the instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>14</sup> The questions were tested individually by giving the questionnaire for readability. After that, the researcher measured the mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>15</sup> Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. After researcher calculated the data, the mean of the items (instrument) of writing test was 1.99 (lower than 4.46), it means that the instrument was readable. (See appendix 16)

---

<sup>14</sup>Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p.133 available on journals.sfu.ca (Accessed on march 13<sup>rd</sup>, 2018)

<sup>15</sup>*Ibid*, p.134

## J. Data Analysis

### 1. Fulfillment of the Assumptions

#### a. Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social science). While the criteria of acceptance or rejection of normality test were as follows:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed

#### b. Homogeneity Test

After the researcher got conclusion of normality test, the researcher did the homogeneity test in order to know whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity test. The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test were as follow:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

Ho : the variance of the data are homogeneous

Ha : the variance of the data are not homogeneous

## 2. Hypothetical Test

After the researcher knows that the data were normal and homogenous, the data were analyzed by using independent sample t-test for hypothetical test.

The hypotheses were:

Ha: There is effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

Ho: There is not effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

While the criteria acceptance or rejection of hypotheses test were:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Data Description**

This research was conducted in three meetings. On Wednesday, October 17<sup>th</sup>, 2018 the researcher administered the pre-test. The researcher gave the pre-test and post-test to experimental design class (X IPA 3) and (X IPA 6). On Wednesday, October 17<sup>th</sup>, 2018 the researcher gave the pre-test in experimental class that consists of 30 students and in control class that consists of 30 students. When the researcher gave the pre-test, all the students followed the test well. For the last meeting, the researcher gave the post-test to the students in experimental class and control class on Friday, October 26<sup>th</sup>, 2018, either experimental class and control class followed the post-test well.

#### **1. Description of the Treatment in the Experimental Class**

##### **a. The First Treatment in Experimental Class**

In the first treatment was done on Thursday, October 18<sup>th</sup>, at 07:40 am, the researcher gave the first treatment in experimental class and there was one students absent. In the introduction step, the teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. In the first meeting, the researcher taught about narrative text. The topic was “The Legend of Toba Lake”. Firstly, the researcher asked the students “Are you familiar with this story? Did you ever hear or write this story?” all of

them answer that the story was familiar. Although they looked so shy to answer the question and not enjoyed the material given. It made them have a little troubled to understand the material and techniques described by the researcher. Then, the researcher showed several pictures relate to the material being discussed and the researcher made a class condition enjoyable. The researcher explained definition, generic structure and language feature of narrative text and gave example about how made clustering technique if we apply in writing narrative text. The researcher made a discussion with the students about the technique and topic given by the researcher.

The procedure were follows:

1. The researcher or the teacher wrote of piece of writing, the topic was “The Legend of Toba Lake “ in a short form in the middle of the board.
2. The students suggested ideas they had about the legend of toba lake and the researcher noted the most important word and phrases from these ideas on board.
3. After a reasonable number of word or phrases were on the board and these cover in the main ideas, the researcher and students the suggested how these ideas could be in a piece writing.
4. Next, the researcher asked the students to wrote/create a narrative text about the story.
5. After they finished in the end of lesson the researcher and students discussed togheter about their writing.

In closing step, the researcher asked the students about the material today and



made conclusion. Then, the researcher told about the material for next meeting. The last, the researcher closed the class by greeting.

#### **b. The Second Treatment in Experimental Class**

In the second treatment the researcher administered on Monday, October 22<sup>nd</sup>, 2018 at 07:40 am. Like previous treatment the researcher explained definition, generic structure and language feature of narrative text and gave example about how made clustering technique if we apply in writing narrative text more clearly. The second treatment was better than the first, because the students did not look shy to answer question and they enjoyed the material given. After explaining the material, the researcher told the students that they did exercise like the first treatment. The topic was “The Legend of Roro Jonggrang”. The students looked interesting in teaching learning proses.

#### **c. The Third Treatment in Experimental Class**

In the third or last treatment in experimental class the researcher administered on Wednesday, October 24<sup>th</sup>, 2018 at 07:40 am. Like previous treatment in experimental class. It was better than before because the students felt in accustomed in teaching learning process through clustering technique. After explaining the material, the researcher told the students that they did exercise like the first and second treatment. The procedure was same as the previous treatment. In the last treatment the topic was “The

Legend of Talaga Warna”. After they finished in the end of lesson the researcher and students discussed together about their writing.

## **2. Description of the Treatment in Control Class**

### **a. Description of The First Treatment in Control Class**

In the first treatment was done on Friday 19<sup>th</sup>, 2018 10.15 am, the researcher gave the treatment in the control class and there were two students absent. In the introduction step, the teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. The researcher taught about material using lecturing technique, the researcher also explained about definition, the generic structure and language feature of narrative text. The topic was “ The Legend of Toba Lake”. The researcher made a discussion with the students about the technique and topic given by the researcher.

The procedure were follows:

1. Presenting information in the learning process the researcher as central for the students to got the information, the researcher explained about definition, the generic structure, language feature and example of narrative text based on the topic.
2. The researcher asked the students trained to wrote/create a narrative text.  
The topic was “ The Legend of Toba Lake”
3. After they finished in the end lesson, the researcher would asked the students to collect their work.

In closing step, the researcher asked the students about the material today and made conclusion. Then, the researcher told about the material for next meeting. The last, the researcher closed the class by greeting.

#### **b. Description of The Second Treatment in Control Class**

The researcher gave the second treatment in control class on Tuesday, October 23<sup>rd</sup>, 2018 at 10:15 am. Like previous treatment in control class. The researcher taught about material using lecturing technique. The researcher explained and give example of narrative test more clearly. It was better than first treatment. After that, the researcher gave task for students. The topic was “The Legend of Roro Jonggrang” The researcher asked the students to work in the pair. After they finished in the end of lesson the researcher and students discussed together about their writing.

#### **c. Description of The Third Treatment in Control Class**

In the last treatment in control class the researcher administered on Thursday, October 24<sup>th</sup>, 2018 at 10:15 am. It was more better than first and second treatment. The researcher explained and gave example of narrative test more clearly. After explaining the material, the researcher told the students that they did exercise like the first and second treatment. The procedure was same as the previous treatment. In the last treatment the topic was “The Legend of Talaga Warna”. The researcher asked the students about the material today and made conclusion.

## B. Data Analysis

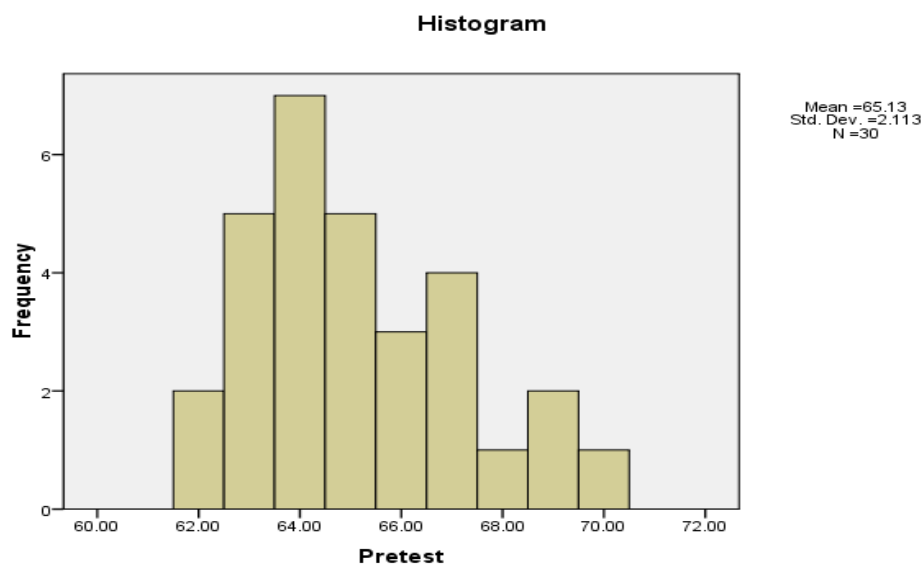
The research was conducted to know whether there was any effectiveness for the students' narrative text writing ability after they were given treatment by using Clustering Technique as technique in this research. The research was conducted at the first semester of the tenth grade of SMA Negeri 2 Pringsewu. The number of population was 195 students. There were two classes as sample of research. They were X IPA 3 and X IPA 6. Therefore, the instrument of this research was written test especially in narrative text.

### 1. Result of Pre-test

At the first meeting the researcher conducted pre-test in order to students' writing ability before the treatment were given. The pre-test was administrated in on Friday, October 17<sup>th</sup>, 2018 at 08:45 am – 10:15 am for the X MIPA 3 as the experimental class and at 10:30 am – 12:15 pm for X MIPA 6 as the control class. The score of the students' writing ability that were tested in pre-test can be seen in Figure 1 and 2.

### a. Result of Pre-test in Experimental Class

**Figure 1**  
Result of Pre-test in Experimental Class

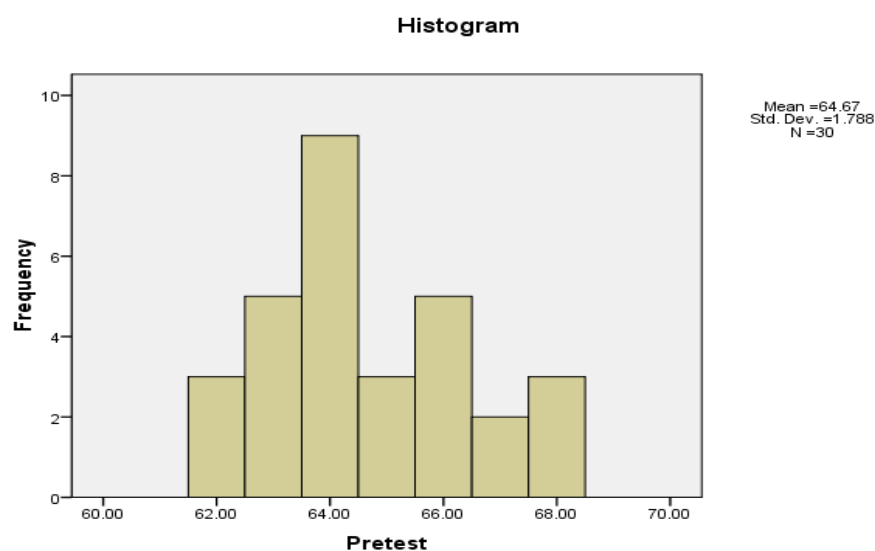


Based on the figure 1, the researcher conducted pre-test in order to find out the students' narrative text writing ability before treatment. After did treatment, the researcher found that 30 students in experimental class, had the mean 65.13, while standard of deviation was 1.78 and median 65.00, variance was 3.195 and minimum score was 62.00 while maximum score was 70.00. It can be seen in appendix 18.

**b. Result of Pre-test in Control Class**

**Figure 2**

Result of Pre-test in Control Class



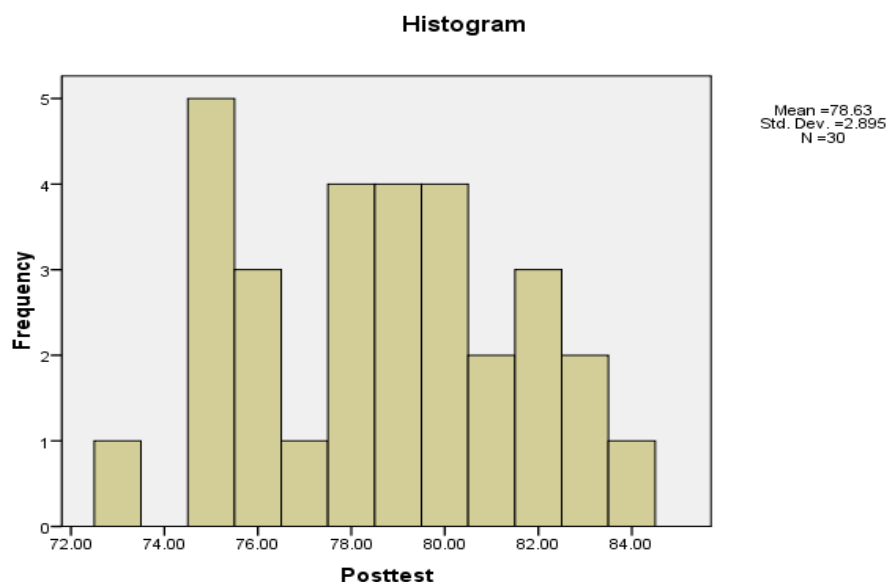
Based on the figure 2, the researcher conducted pre-test in order to find out the students' narrative text writing ability before treatment. After did treatment, the researcher found that 30 students in experimental class, had the mean 64.66, while standard of deviation was 2.11 and median 64.00, variance was 4.464 and minimum score was 60.00 while maximum score was 68.00. It can be seen in appendix 19.



## 2. Result of Post-test

### a. Result of Post-test in Experimental Class

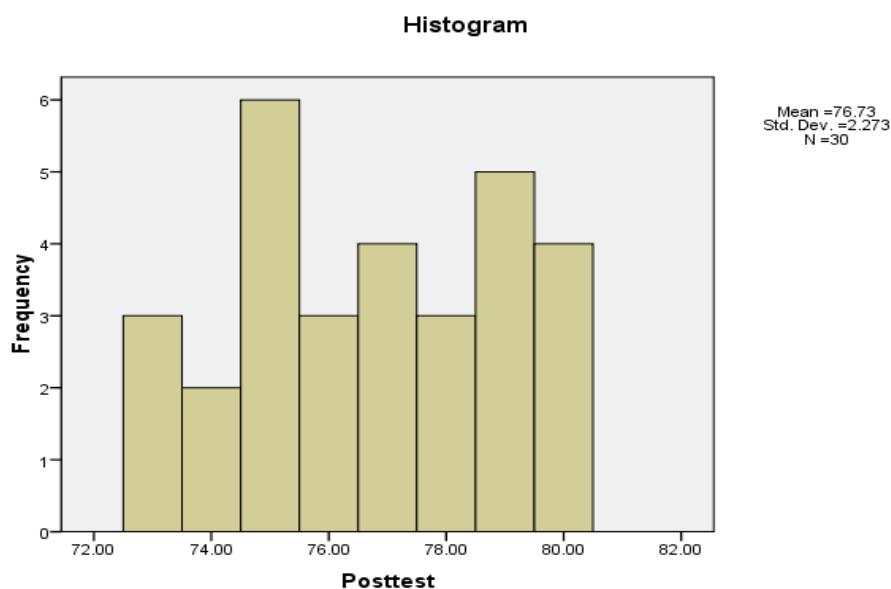
**Figure 3**  
Result of Post-test in Experimental Class



Based on the figure 3, the researcher conducted post-test in order to find out the students' narrative text writing ability before treatment. After did treatment, the researcher found that 30 students in experimental class, had the mean 78.63, while standard of deviation was 2.273 and median 79.00, variance was 5.168, and minimum score was 73.00, while maximum score was 84.00. It can be seen in appendix 20.

### b. Result of Post-test in Control Class

**Figure 4**  
Result of Post-test in Control Class



Based on the figure 4, the researcher conducted post-test in order to find out the students' narrative text writing ability before treatment. After did treatment, the researcher found that 30 students in experimental class, had the mean 76.73, while standard of deviation was 2.894, and median 77.00, variance was 8.378, and minimum score was 70.00, while maximum score was 80.00. It can be seen in appendix 21.

### c. Prerequisite

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

## 1. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social science). While the criteria of acceptance or rejection of normality test were as follows:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed

**Table 4**  
**Normality of the Experimental and Control Class**  
**Test of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
gain_score	experimental	.151	30	.200	.946	30	.131
	control	.131	30	.079	.940	30	.094

Based on the Table 5 above, it can be seen that Sig. ( $P_{\text{value}}$ ) in the table of Shapiro-Wilk were 0.131 and  $\alpha = 0.05$ . it mean that  $\text{Sig. } (P_{\text{value}}) > \alpha$  and  $H_0$  was accepted. The conclusion was that the data in normal distribution. It was concluded based on the gain of the experimental and control class.

## 2. Result of Homogeneity Test

After the researcher got conclusion of normality test, the researcher did the homogeneity test in order to know whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity test. The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test were as follow:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

$H_0$  : the variance of the data are homogeneous

$H_a$  : the variance of the data are not homogeneous

**Table 5**  
**The Result Homogeneity**  
**Test of Homogeneity of Variance**

gain\_score

Levene Statistic	df1	df2	Sig.
.357	1	58	.552

Based on the Table 6 , the result in the test of homogeneity of variances in the column, it can be seen that  $\text{Sig. (P}_{\text{value}}) = 0.552 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$ . It means that the data variance of the data were homogenous.

### 3. Result of Hypothetical Test

After the researcher known that the data were normal and homogenous, the data were analyzed by using independent sample t-test for hypothetical of test.

The hypotheses were:

Ha: There is effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

Ho: There is not effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019.

While the criteria acceptance or rejection of hypotheses test was:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

**Table 6**  
**The Result of Hypothetical Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain score	Equal variances assumed	.357	.552	2.962	58	.004	1.30000	.43896	.42133	2.17867
	Equal variances not assumed			2.962	57.317	.004	1.30000	.43896	.42111	2.17889

Based on the Table 7, the result in the independent sample test that the value of significant generated Sig. ( $P_{\text{value}}$ ) = .004 <  $\alpha$  = 0.05. It can be concluded that  $H_0$  was directed and  $H_a$  is accepted. It means that there was a significant effectiveness of using clustering technique toward students' writing ability in narrative text at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the Academic Year of 2018/2019.

### C. Discussion

Writing is an activity to create a note or information on a media by using characters. Writing is usually done on paper using tools such as pens or pencils. Writing is a combination of three components that must move synergistically, namely the movement of muscles, brain and heart.

According to Murcia, writing is “the ability to express one’s ideas in written form is a second or foreign language”.<sup>1</sup> It means that writing is an activity to express our ideas in written form. In addition, writing is complex process, and most of the research literature recognizes the difficulty it process for students. Writing is an activity to express and put on the ideas or thought on written form.

In Islam, writing is a recommended activity. This can be proven by the verses of the Qur'an which mention the words 'write', 'write' or 'write'. At

---

<sup>1</sup>Marianne C. Murcia, *Teaching English as a Second or Foreign Language*; Second Edition, Boston: Heinle & Heinle Publisher, 1991, p.233.



least there are 17 verses of the Qur'an which mention these three words. For example Allah SWT stated in Q.S Al Qomar verse 53.

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَقَرٌّ

*The meaning: And all (matters) that are small or large are written. (Q.s Al-Qomar verse 53)*

الَّذِي عَلَّمَ بِالْقَلَمِ ٤

*The meaning: "who was taught (the writing) by the pen. He has taught man that which he knows not (Q.S Al-Alaq: 4)"<sup>2</sup>*

Therefore, If seen from Surah Al-‘Alaq verse 4, then Allah SWT teaches humans how to write writing using a pen. This is a great pleasure from Him, and as an intermediary between mutual understanding among humans as the ability to give verbal expressions. If there was no written culture, surely that knowledge would be lost from the face of the earth, there were no traces left of this religion. Because writing is the binder of all kinds of knowledge and all kinds of knowledge, writing as an intermediary limits and retains information and expressions from earlier people.

In addition, in Surat Al-Qamar verse 53 Allah SWT says that all matters from small things to big things are all written. If viewed in an interpretative manner, what is meant is all sins and deeds of large and small deeds written on the side of Mahfuz. But if viewed from the other side then in this verse there is an implied message that we write.

---

<sup>2</sup>Muhammad Taqi-ud-Din Al Hilali, (1998), *Translation of the Meaning of the Noble Quran in the English Language*. Madinah : King Fahd Complex, p. 841

Teaching writing is teaching the way to be able to write in a foreign language. By practicing writing, students also are able to explore their ideas on their mind in written form. Teaching writing is also as process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text.

According to Oshima and Hogue state that clustering technique is another prewriting technique that can use to get ideas. This technique hope to solve the problem because usually students get difficulties to develop their idea in writing activity because there are poor in vocabulary and grammar. It's give the effect in quality of writing.<sup>3</sup>

The form of clustering technique is easy to understand especially by students and it can give a new style in writing activity. They also said that when you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas smaller circles around the first circle. The related idea in each small circle may produce even more ideas and therefore more circles around it.<sup>4</sup> Langan said taht clustering also known as diagramming or mapping, is other technique that can be used to generate material for a paper.

Based on the result of the pre-test before using clustering technique was implemented, students' writing ability was lower, than after using clustering technique was implemented. It can be seen from the mean in pre-test score of experimental class was 65.13 and in the post-test was 78.63

---

<sup>3</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York, Longman, 2007, p.72

<sup>4</sup>Gabriele Rico, *Writing the Natural Way*, New York, J.P. Teacher, 2000, p.38.

while the mean of pre-test score of control class was 64.66 and in the post-test 76.73. It means that the most improvement was in the experimental class.

The previous treatment of this research, the students were taught through clustering technique in experimental class and lecturing technique in control class. The material was three topics of narrative text for three treatments. Before doing the treatment, the researcher explained to the students what the narrative text and clustering technique and how they can do the procedures of clustering technique.

At the first meeting, they look so shy to answer the question and not enjoyed the material given. It makes them have a little troubled to understand the material and techniques described by the researcher. Then, the researcher showed several pictures relate to the material being discussed and the researcher made a class condition enjoyable. After that, the researcher explained definition, generic structure and language feature of narrative text and gave example about how made clustering technique if we apply in writing narrative text. In second treatment, was better than the first treatment because the students were interested in teaching learning proses. They were able to apply clustering technique and trainee did exercise like the first treatment. The third treatment, the students could understand the material and instruction as well. And also, the students were creative and better at responding the lesson. In the final meeting after treatment, they were given post-test by the teacher to measure the improvement of students' writing ability in narrative text both classes after treatment done.

Based on the hypothesis, the result of the calculation by using SPSS version 16.00 of the independent sample test, Sig.= ( $P_{\text{value}}$ ) was 0.004 and  $\alpha = 0.05$ . It means that Sig. = ( $P_{\text{value}}$ ) <  $\alpha = 0.005$  and alternative hypothesis ( $H_a$  is accepted). From the explanation above, it can be concluded that there was an effectiveness of using clustering technique toward students' writing ability at the first semester of the tenth grade of SMA Negeri 2 Pringsewu in the academic year of 2018/2019



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In the previous chapter above, the researcher have analyzed the data statistically. Based on the research that was conducted in SMA Negeri 2 Pringsewu in the academic year of 2018/2019, so the researcher can conclude as follow:

There is an effectiveness of using clustering technique toward students' writing ability in narrative text. It is proved as the result of t-test where the Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.004. It is lower than  $\alpha = 0.05$ , and it mean  $H_0$  is rejected and  $H_a$  is accepted. The students' writing test from the pre-test to the post-test. The mean of students' writing tests were pre-test (65.13), it means that from the score of pre-test is still low, and after the researcher gave the treatment using clustering technique, the score of post-test is (78.63), teaching learning process using clustering technique makes students interested and help them for getting out ideas.

This technique makes students' more creative and enjoyable in learning process. So, the used of clustering technique in teaching learning process can made the situation in the class more creative and and better at responding the lesson. It is supported by the students' scores, they received higher scores after the researcher gave the treatment by using "clustering

technique” as a technique in learning writing ability. In other words using clustering technique toward student’s writing ability in narrative text at the first semester of the tenth grade academic year of 2018/2019 is effective.

## **B. Suggestion**

Related to the result of the study in the achievement writing between the students who are taught by using clustering technique and those who are taught by using lecturing technique and that students who are taught by using clustering technique have higher achievement in writing, the researcher would like to give suggestion as follows:

### **1. To the English teachers**

Clustering technique can be applied in English teaching learning process, in the term the students are encouraged to be more creative in developing the ideas. The teacher should used the time effectively and effecientely so the teacher can help the students increase their ability by giving more explanation. And also, the teacher should provide interesting activities and material to prevent the students being bored and encouraged the students’ attention in learnng English, especially in writing.

### **2. To the students**

The students should be active in the teaching and learning process and do more practice in the class to develop and improve their knowledge. In which we known that writing is one of the most difficult skill in English.

### 3. To other researchers

The researcher applied clustering technique to increase students narrative text writing ability. The other researcher can use this technique more effective if the time is enough so after giving clustering technique, the researcher can give explanation more clearly.





## REFERENCES

- Ag. Bambang Setiyadi, 2006. *Teaching English as Foreign Language*, Yogyakarta : Graha Ilmu.
- AndersonMark,and Anderson, Kathy. 1997.*Text Types In English*. South Yara
- Anonymous. 2003 Ketetapan Mentri Pendidikan dan Kebudayaan Republik IndonesiaNo.372: *Pengajaran Bahasa Inggris di Indonesia*.
- Arikunto,Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta:RinekaCipta.
- Ary, Donald.1985.*Introduction to Research in Education*,USA:CBS College Publishing.
- Barbara Fine Clouse, 2005 *A Troubleshooting Guide Strategies & Process for Writers*,4<sup>th</sup>Edition . New York: McGraw Hill.
- Creswell, John W. *EducationalResearch(Planning, Conducting,and Evaluating Quantitative and Qualitative Research, Third Edition*, (New Yory:Pearson Education 2012.
- Dewi Rismala, 2018. *AN interview the english teacher of SMA Negeri 2 Pringsewu*.
- Fajriyani and Tita Nurul, 2011. *Improving Students' Writing Ability through Clustering Technique(A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok)*. State Islamic University Syarif Hidayatullah Jakarta.
- Fikri Fauzi Alawi, 2011 *Improving Students' Ability inWriting Descriptive Text Using Clustering Technique*. State Islamic University Syarif Hidayatullah Jakarta.
- George Brain and Clare May,1995. *Writing from Success*,London: Mayfield Company.
- Harmer,Jeremy.2004.*HowtoTeachWriting*.England:longman.
- .2007. *ThePractice of English Language Teaching*. Harlow: Longman.
- Jack C. Richard, 2002. *Metodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridege University.

\_\_\_\_\_ and Theodore S. Rodgers, 1986. *Approach and Methods in Language Teaching*, (New York: Cambridge University Press).

Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, New York: 2009, Mc Graw-Hill.

Jhon Langan, *English Skill with Readings*, 7<sup>th</sup> Edition. New york: Mc Graw-Hill Comparies.

Julien B. Kouame, Using Readability Tests to Improve The Accuracy of Evaluation Documents Intended For Low-Literate Participants, *Journal of Multi, Disciplinary Evaluation Vol. VI NO. 14 August 2010*, (Michigan: Western Michigan University, 2010)

Ken Hyland. 2003. *Second Language Writing*, (New York: Cambridge University).

Lim Kiat Boey, 1982. *An Introduction to Linguistics For The Language Teacher*, Singapore, Singapore University Press.

Muhammad Taqi-ud-Din Al-Hilali. 1998. *Translation of the Meaning of the Noble Quran in the English Language*. (Madinah: King Fahd Complex)

Nunan, David. 2003. *Practical English Language Teaching*. Singapore: Mc Graw- Hill.

Oshima, Alice and Ann Hogue. 1998. *Introduction to Academic Writing*, New York: Addison Wesley Longman.

Paul. L. Wetcham, 2013. *Learn Write And Read*, (Cambridge: University Press).

Regina L. Smalley and Mark K. Ruetten, 1986. *Refining Composition Skill*, 4<sup>th</sup> edition, New York: International Thompson Company.

Sanggam Siahaan and Kisno Shinoda, 2008. *Generic Structure Text* Yogyakarta: Graha Ilmu.

\_\_\_\_\_. 2008. *The English Paragraph*, Yogyakarta, Graha Ilmu.

Tribble, Cristopher. 1996. *Language Teaching Writing*. Oxford : Oxford University.